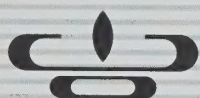


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**ontario educational
television**

**junior social studies:
man on
the move**

**1966-67
February-April Series**



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Man on the Move

A SERIES OF SIX PROGRAMS DESIGNED
FOR JUNIOR DIVISION SOCIAL STUDIES



Ontario Educational Television
Ontario Department of Education

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Suggestions for Viewing Television in the Classroom

THE TELEVISION SET

1. Switch on the television set at least five minutes before the start of the program. Turn the volume control down and cover the picture by adjusting the doors of the set, or cover with drapery or other material. This will ensure a minimum of class interruption during the warm-up procedure.
2. Two minutes prior to telecast, make the necessary adjustments to the brightness and contrast controls to ensure picture clarity. Keep volume turned down.
3. Approximately twenty seconds prior to telecast time remove the screen cover and adjust the volume control. Try to avoid adjustments during the program telecast.
4. Window and other lighting reflections on the screen may occur if the television set is positioned at certain angles to light sources. This condition can be avoided by repositioning the television set or through the use of the cabinet doors. If no doors, cardboard shields may be easily fashioned and fixed to the set.

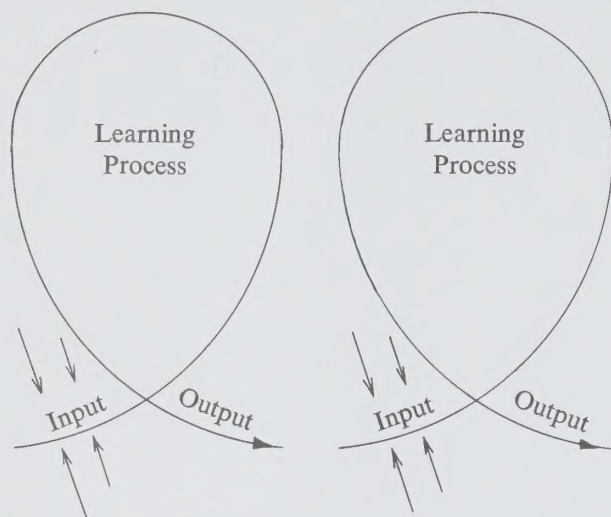
ENVIRONMENTAL FACTORS

5. It is not necessary to black out the classroom. If lighting can be slightly dimmed by closing window drapery or switching off some lights, acceptable light level should result.
6. Tests should be made prior to the broadcast, to ensure that the maximum benefits of viewing and listening are available to each pupil. The seating arrangements will obviously vary with room shapes, type of furniture and number of pupils, but no pupil should be placed in a position that is greater than a 45° angle from a line drawn straight from the centre of the picture tube. Using a 23-inch screen, the minimum distance between pupil and picture should be approximately five feet, and maximum distance from picture should be approximately twenty feet. The television receiver should be raised to a height so that the centre of the picture tube is approximately 66 inches above floor level.
7. These approximate measurements indicate that a square or wide classroom shape is much better than a long narrow room unless of course, desks can be turned towards a long wall or aligned towards a corner.

Caution: The measurements shown above are approximate. They may not apply to all classrooms and are offered as a guide only. Long extension cords, antenna leads, and insecure structures for the elevation of the television set should be avoided. Pupils should be discouraged from assisting in setting up the television set or making any adjustments to it.

INTRODUCTORY INFORMATION

A. BEHIND THE SCENES



This series of programs, like the primary series, was designed to help children produce an integrated correlated *output* from an *input* of random, unorganized facts and experiences as the result of a learning process.

To help children organize or use their random information in a learning process, it is necessary for us as teachers to do considerable pre-planning. The product of this pre-planning is often called a resource unit. It involves such tasks as these:

1. Selecting a topic for the unit:

The course outlines provide flexible guidelines. It is, however, necessary to consider the following:

- age, maturity and interests of children
- previous educational experiences of children
- availability of appropriate resources and materials on the topic

2. Gathering and identifying resources:

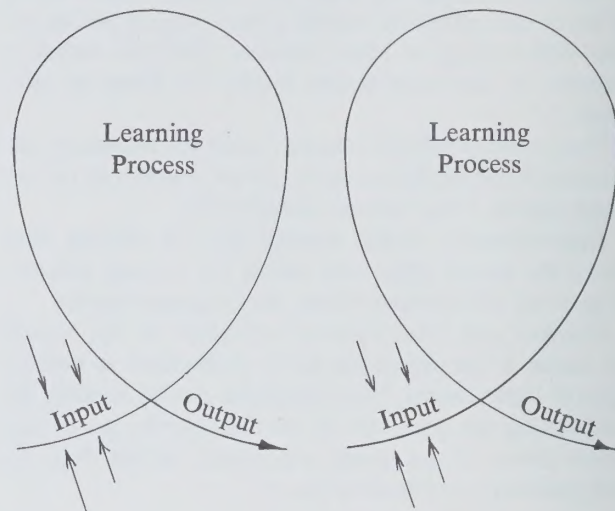
During this stage you will be expanding your own background of knowledge in the content of the topic. You will also identify material of varying levels of difficulty for the children to use, or get leads for them to follow in obtaining information.

Here are some areas to explore:

- people — older citizens in the community
 - people who have travelled
 - experts in specific fields
- places of interest
- realia: objects, models, etc.
- films, filmstrips, pictures, maps
- documents, papers, magazines, etc.
- reference books, encyclopedias, atlases, almanacs
- textbooks

3. Objectives and Evaluation:

Evaluation can be done effectively only if objectives or goals for learning outcomes are established in the beginning. Evaluation is as continuous as education itself, and some of these objectives may be modified from day to



day as a result of this continuous evaluation. If we accept the fact that Social Studies is one vehicle for developing desirable attitudes and skills, as well as understandings, it is important to establish objectives and to evaluate progress in each of these three areas.

Many guidebooks include lists of general objectives. These are rooted in a basic philosophy of education. At some point, these general objectives must be stated in specific terms in order to be useful teaching tools. Specific objectives must be stated in terms of observable behaviour if they are to give direction to the evaluation of progress.

The following sample of general and specific objectives in the areas of attitudes, skills and understandings will illustrate the difference.

1. ATTITUDES

a) General Objectives:

- to develop respect for oneself
- to develop respect for others.
- to cooperate with others

b) Specific Objectives (in terms of observable behaviour)

BEHAVIOUR REFLECTING ATTITUDES

	Always	Usually	Sometimes	Never
Is sensitive to needs and problems of others				
Helps others meet needs and solve problems				
Accepts suggestions				
Makes constructive suggestions				
Respects the property of others				
Follows group plans and decisions				
Shares his ideas and materials willingly				
Works courteously and happily with others				
Gives encouragement to others				
Enjoys group work				
Thanks others for help				
Expresses appreciation for contribution of others				

By adding a rating scale as illustrated above, it is possible to keep a record of each child's performance. A check-mark placed on the scale periodically soon provides a pattern of behaviour. Such a record, though subjective, is better than relying on sporadic memory. It provides a basis for chatting with the pupil and for parent-teacher conferences.

c) Pupil self-rating chart

The following chart is expressed in language used by children when developing standards. It identifies behaviour which reflects desirable attitudes and work-study habits. Each child might well elect to work on only a few such items at a time — ones with which he feels he is experiencing considerable difficulty. By adding a rating scale each child is encouraged to examine his own performance systematically. Such evaluation is personal for the child and he and the teacher should compare notes occasionally to check progress.

WORKING WELL WITH OTHERS

How often do you do each item listed below?	Always	Usually	Sometimes	Never
1. I stick to the job until it is finished.				
2. I take part in many different activities.				
3. I work with everyone in the class.				
4. I am eager to try out new ideas and to work on new problems.				
5. I share materials with others.				
6. I help set up plans and directions and follow them.				
7. I work happily without grumbling or losing my temper.				
8. I give in if my ideas conflict with the best interests of the group.				
9. I consider the rights of others.				
10. I am courteous and use good manners.				

John U. Michaelis, *Social Studies for Children in a Democracy*
Prentice-Hall, Inc., 1964

2. SKILLS

a) General Objectives

- identifies problems
- selects source materials
- collects data
- organizes findings
- communicates with others
- evaluates learnings

b) Specific Objectives in Terms of Observable Behaviour

studied. Here are a few examples which might apply to this unit on transportation.

a) General Understandings

- technological inventions resulted in improved transportation facilities.
- improved transportation facilities helped to open up the New World.
- many people are employed in the industry of transportation.

b) Specific Understandings

- specific navigation instruments which helped to im-

BEHAVIOUR REFLECTING SKILLS

	Always	Usually	Sometimes	Never
Locates sources of information				
Uses the table of contents and index				
Uses encyclopedias effectively				
Takes notes related to topics under study				
Uses point notes and outline form				
Organizes information from several sources				
Arranges ideas in good order				
Participates in discussion				
Presents oral reports clearly				
Distinguishes facts from opinions				
Detects discrepancies				

By adding a rating scale to a list of specific objectives, it is possible to record pupil performances in these areas as it is observed. There are a number of commercially prepared tests in this area which might be used with discretion. Self-rating by pupils in the area of work-study skills and group-process skills is more useful if the pupils help to establish the goals or objectives on the rating scale.

UNDERSTANDINGS

In the area of understandings it is also necessary to develop a list of the ideas or facts which you believe it is important for children to learn about the topic being

prove transportation facilities

- basic principles on which some of these instruments operate
- sequence in which were developed various forms of power used to propel vehicles.

Children will use a great deal of content material in the process of gathering and sharing information. This is useful because it adds colour and interest to the experience even though it may not necessarily be useful as permanent knowledge. There is little value in including such content material in evaluation instruments, e.g., colourful episodes in lives of explorers, etc. Preparing evaluation instruments which are valid and reliable requires careful planning.

B. OVERVIEW OF SERIES

This is a series of six Social Studies programs called *Man on the Move*. The theme is transportation. The class looks at the evolution or history of land, sea and air transportation and discusses its relationship to the discovery of new lands and expansion within the newly discovered country of Canada.

Throughout the series Mr. Robert Sheridan, a teacher at the Institute of Child Study, will be working with a group of Grade 5 children. The class consists of approximately 24 children with the usual range in age and ability. Most of the children have spent at least two or three years in classes where pupil inquiry and pupil initiative in learning have been encouraged. They have had many opportunities to gather information from direct experiences such as field trips, talking to people, and having people visit their classrooms.

Although these programs show a Grade 5 class at work, junior grade children across the province are encouraged to watch. Some aspects of the series could be useful to each of the junior grades. The topic chosen for this unit provides a vehicle to portray a way of working which can be modified to accommodate different levels of maturity and ability.

All six programs should be seen because of the continuity inherent in the series. The following outline of the programs may explain this point.

Program 1: Launching the Study

- arousing pupil curiosity
- stimulating questions to be explored

Program 2: Planning Together

- listing questions
- organizing for study

Program 3: Gathering Information

- through the eyes of a camera

Program 4: Sharing Information — Group Reports

- history of transportation
- air transportation as an industry

Program 5: Sharing Information — Group Reports

- land transportation as an industry
- history of sea transportation

Program 6: Evaluating the Experience

- What new ideas did we learn?
- What did we do well?
- How could we improve our ways of working?
- Where do we go from here?

In order to retain maximum spontaneity on the part of the children in the midst of necessarily distracting circumstances and to share with you the kinds of problems which arise when children work in this way, these programs are practically unrehearsed and unedited. Many of the questions and problems which arose could have been dealt with in a variety of ways. You might find it useful to discuss such alternatives with other teachers on the staff who are also watching the series.

BASIC PURPOSES UNDERLYING THIS SERIES

There are two important ideas underlying this series of programs. If these are understood, it may help you to help the children get the greatest benefit out of watching.

FIRST, children will be better able to cope with the constantly growing body of knowledge by being given help in developing competence in the skills of inquiry, learning how to learn — rather than by being given heavier textbooks to memorize.

SECONDLY, children are likely to develop new self-concepts. As they watch and listen, they see teacher-pupil planning and children working in groups. They hear children asking useful questions, deciding on ways of finding information, ways of sharing information with each other, and ways of evaluating their own products, performance and learning. By watching other children work in this way, they come to believe they can do these things too — perhaps in the same way, perhaps in ways they discover for themselves. The skills they must develop as they work in this way will help them cope with the increased amount of information they will meet in a changing world.

The following lists of a variety of reading study-skills required are reproduced from the Social Studies programs on the Curriculum Up-Dating series.

LEVELS IN RATES OF READING:

1. Skimming

Location Skimming:

- Scan headings and sub-headings
- Look for clues in section read
 - key words
 - capital letters
 - dates
 - italicized words
 - bold-face type
 - guide words

Survey Skimming:

Scan headings and sub-headings to locate relevant section.

Scan relevant section for general idea.

2. Cursory reading

To check relevance of material to problem being studied

To review material studied previously

To formulate questions for initial study of the problem

3. Study reading

To visualize a scene

To understand directions

To make an outline or summary
To recall and organize what has been read

4. Critical reading
 - To associate
 - To reflect
 - To compare

BEFORE THE SERIES BEGINS

Before the series begins, the children should know that for the next six weeks they will be watching the same class of children working on the topic of transportation. The series will probably make more sense if the children understand how the class will work. During the first and second programs, the class will plan the topics they want to study and organize themselves into groups to carry out the study. Watching a film especially developed for this series, your class will see the same places these groups visited in their search for information. During Program 4 and Program 5, your class will listen in while four groups report to their own classmates what they learned about the topic for which they were responsible. In the last program the class will sum up their learnings and discuss the strengths and weaknesses of their operation.

PURPOSES FOR WATCHING THE SERIES

After the children have an explanation of what the series is about and how the television class will work, watching will be more purposeful if you can help your class develop a few specific reasons for looking at each program. These should grow out of your discussion with the children, and will be different in each classroom. Here is a sample list of some purposes they might develop:

- To see and hear how another group of children work together to plan a study
- To hear what kind of questions the children ask about their study
- To see how the class works in groups
- To get new ideas about how to gather information about a topic
- To get new ideas about making reports to the class
- To use some of the same ways and add some new ways of finding and sharing information about the topic they are working on
- To adapt this way of working to a topic they are studying *or* to study this same topic along with this class to compare findings

BEFORE EACH PROGRAM

By placing purposes such as those listed above on a chart or on a side chalkboard, it will be easy to refer to them quickly before each program. Because this guide should give you an overview of the general content of the program about to be seen, you can help the children select the purpose or purposes most likely to be achieved on that particular program, or identify others you consider more appropriate.

AFTER EACH PROGRAM

Talk about each program after it is over. This is one kind of evaluation. It is also an opportunity for children to demonstrate the quality of their thinking. Such information helps you to learn where your children need help in skills required for critical thinking. Can their questions or comments indicate that they notice discrepancies or inadequacies? Can they identify facts from opinions? etc. Here is a sample of some aspects of the programs the children might be encouraged to discuss:

- Things we enjoyed about watching the class at work
- Things the children did very well
- Things we could do in studying the topic of transportation
- Ideas we got about ways of getting information, or making records, or reporting to a class
- How we could improve on some of the ideas we got from watching the class at work
- Things we learned about transportation
- Next steps to take in our own study of transportation

YOUR OWN EVALUATION

Make a few jot notes in the margin of this guide to help you complete the evaluation sheet at the end of the series. Your comments and suggestions are essential to help us improve future programs and guides.

Program 1

Launching the Study

PURPOSE

Since the topic for this unit did not arise out of pupil interest, it was necessary for the teacher to arouse the curiosity of the children. This program also shows one way in which a teacher can work with a group of children to develop an outline to guide the study of a topic which may occupy the group for a number of weeks.

CONTENT

The program opens with a discussion of different ways of gathering information: library, books, sight, language, films, hearing, etc.

Teacher introduces a tape-recording of 15 different sounds made by various transportation vehicles:

- running horses
- car horn
- paddle
- propeller-driven aircraft
- speed boat
- screeching brakes and traffic sounds
- sleigh bells
- fog horn
- bicycle bell
- helicopter
- train whistle
- wind in wind jammer
- wagon wheels rattling over wooden bridge
- oars
- train chugging along
- powerful truck
- jet aircraft

All sounds heard are identified on flash cards on the front board later.

Children organize sounds under the headings — land, sea, air.

Children ask questions they consider important in learning about:

- a) the history of transportation — land, sea, air
- b) transportation as an industry

Children decide on the number of groups needed to study the topic and each one chooses the topic he would like to work on.

PREPARATION

The children should know that this is the first in a series of six programs showing a class studying transportation. They might discuss the importance of transportation to man and list on the chalkboard the different kinds of land, sea and air transportation that man has found useful through the ages.

Pupils should each have a paper and pencil ready to jot down the names of the different sounds of transportation they can detect while the tape is being played. The tape will be played twice.

FOLLOW-UP ACTIVITIES

1. The children could check the list of sounds they heard on the tape with the list in this manual.
2. Using this program as the motivation to begin a unit on transportation, the children might develop their own outline in terms of questions which are important to them. The children in this class used the following structure:

Transportation	Land	Sea	Air
History of . . .	Group 1	Group 2	Group 3
As an Industry	Group 4	Group 5	Group 6

Your class might like to organize the topic differently. Like this class, your class might work as a total group until the outline for the study is complete. Each group could then modify and/or expand their outline as they get more information on their specific topic.

3. Children could cooperate in the development of a transportation picture library for the use of all groups.

Program 2

Planning Together

PURPOSE

This program is intended to show how children can participate in planning activities, and how a teacher distributes his time to help various groups. Some groups work without the teacher, other groups need considerable guidance. The children on the program have had previous experience in group work. You may wish to have fewer groups initially. Children can develop an outline as indicated in Program 1 and then work independently on sections of that outline if, in your estimation, your class is not ready for group work. It is important to build some skills for selecting sources and for gleaning information from sources as children begin to use this discovery approach to learning. Competence will grow with continuous practice on interesting content.

CONTENT

In a total class situation, the children discuss the relative merits of various resources which might be used in gathering information for their study:

books, maps, pictures, charts, films, newspapers, cameras, television, radio, magazine clippings, tape recorders, your own thoughts.

A quick review is given of the basic questions asked by each of the four major groups.

The camera follows children into different groups where children reflect various degrees of ability in planning their part of the study:

1. History of air transportation — group deciding how they will find answers to questions and who will do what. Effective without teacher's guidance.
2. Land transportation as an industry — group is selecting useful activities and listing equipment needed. Considerable help from the teacher.
3. History of sea transportation — group plans an interview with considerable help.
4. Air transportation as an industry — group discusses resources.
5. Sea transportation as an industry — two children sharing information.

PREPARATION

The children should know that the class will be continuing the planning for their study on transportation in a total class situation and in small groups. Their purposes for watching might be heightened by posing questions like this:

1. Watch to see if you can decide which group had the best planning session.
2. What made their session a good session?
3. By making a few changes, could we use any of their plans in our study? Which ones?
4. What kind of activities and materials did they discuss in their planning?

FOLLOW-UP ACTIVITIES

1. Discuss the questions which were raised to give purpose to the watching.
2. Develop standards for group work or for planning sessions which might improve such experiences in your own classroom.
3. Plan ahead in developing the outline of the study the class is currently engaged in.
4. Discuss skills required to work in this way, and the need for practising some of these skills to become more competent in groups, in searching for sources, in gathering, organizing and finally sharing the information located.

Program 3

Gathering Information

PURPOSE

To permit children to travel on the field trips with the children of the television class, the camera will serve as their eyes. It will show the places, people and things seen by the pupils in the television class. From this program, which includes visits to a variety of places, your class may get information which could be useful in their own study. They may get ideas for other activities which they could carry on in their community.

CONTENT

The program is a collection of film excerpts of places the class visited to find answers to the questions which they had asked in Programs 1 and 2. The following excerpts are included in this program:

1. Marine Museum: Here the history of the canoe and the use of early navigational instruments are outlined.
2. The Harbour: The function of men and machines is shown in the loading and unloading of large freighters.
3. The Railway Station: The camera follows the activities of a passenger from his arrival at the station until he leaves on the train. This sequence is expanded to show other phases of railroading, i.e., the round house and the marshalling yards.
4. The Subway: After seeing the subway in action the children watch a car being cleaned in preparation for future use.
5. Bus Depot: This shows the people at work in the depot and the bus leaving to enter the crowded street which is jammed with cars and trucks.
6. Auto Manufacturing Plant: The assembling of the car at a large plant provides an opportunity to see the jobs of many workers involved in this industry.
7. Airplane Factory: The camera visits the de Havilland Aircraft factory at Downsview where wings of many crafts are built.
8. Toronto International Airport: The last stop of our trip takes us to this large and busy airport. Here we can observe the work of the many people involved, from the mechanics to the taxi driver.

PREPARATION

Children might discuss the various types of work done at different transportation terminals such as a railway station, a bus depot, an airport, and at the harbour.

Pupils might be prepared to jot down the different kinds of work carried on by the people they will see working in each industry or area visited throughout the film, e.g., at the airport — the ticket agent, the stewardess, the pilot, the mechanic, etc.

FOLLOW-UP ACTIVITIES

1. Through class discussion, integrate the information your class gleaned from the telecast with that which they already had.
2. Individual children or groups might wish to explore further some aspects of transportation observed in the telecast.
3. Such exploration might suggest:
 - visits to local transportation depots
 - collecting weather, navigation or railroad maps, and timetables
 - studying problem of time zones
 - marine time

Programs 4 and 5

Sharing Information — Group Reports

PURPOSE

These two programs show how one group of children used the information they gathered to prepare reports for their class. They illustrate different ways in which children can share the information they gather. Each group should be able to acquire important ideas about the sections of the topic which it did not study in detail.

CONTENT

Program 4:

- Group 1 reports on the history of aviation.
- Group 2 reports on aviation as an industry.

Program 5:

- Group 1 reports on land transportation as an industry.
- Group 2 reports on the history of sea transportation.

PREPARATION

The pupils should understand the format of the programs and the topic of each group report. They might be encouraged to jot down briefly the ideas gleaned from each of the two groups. They could be encouraged to observe the variety of materials used by the pupils to make their reports interesting.

FOLLOW-UP ACTIVITIES

1. From the ideas jotted down by the pupils, the class might develop an outline for each topic discussed.
2. They might expand such an outline by adding material they discovered which the group reports did not include.
3. They might evaluate the reports for strengths and weaknesses or limitations for the purpose of organizing and reporting skills.
4. They might discuss the problem of making jot notes during a discussion and discover ways of abbreviating ideas into jot-note form. Considerable practice is usually necessary to do this effectively. This skill is also required during the data-gathering stage to facilitate greater coverage than can be achieved if children reproduce verbatim material they read. It is less difficult to gain competence in making jot notes from written material than from oral reports. Both aspects of the skill are important.

Program 6

Evaluating the Experience

PURPOSE

One way of helping pupils to focus on major points of information in a unit of study is illustrated. Evaluation of other aspects of the group experience is also presented. Such evaluation over a period of time usually results in the modification of standards of performance previously set by the group. It might also result in the addition of new achievement goals, or standards, as the group gains competence in working this way.

CONTENT

One member from each group which reported on Programs 4 and 5 reviews the major points identified by the group in its section of the study.

The group discusses the effectiveness of its general procedures, i.e., organization of reports, appropriateness and accuracy of materials and information used, effectiveness of expression.

The teacher introduces the idea of the continuing nature of learning as the program closes.

PREPARATION

Again, the children need to understand the nature of the forthcoming telecast. A discussion of evaluation as a useful tool may help pupils to understand the purposes of continuous evaluation. The concept of learning to make constructive suggestions for improvement, rather than merely offering criticism, is an important one to learn.

The need to examine the accuracy and relative completeness of the information exchanged and to understand that, except when dealing with facts, differing points of view should be recognized.

Informal evaluation to assess the grasp of information and the effectiveness of the group process from day to day is important to keep the class on course. Occasionally devoting time to a more thorough assessment is also necessary to assure growth. Such understanding of the purposes of evaluation may also help children to assume more responsibility for the quality and extent of their own learning.

The children might be encouraged to listen carefully to the major points each group reports and to jot down any others they gained as a result of the study.

FOLLOW-UP ACTIVITIES

1. Discuss major understandings of content recapped on the program and add ideas your pupils may have.
2. Discuss the strengths and limitations of the evaluation discussion with a view to developing critical thinking and helping your class improve their evaluation discussions in future.
3. Have pupils evaluate their own study after completing their topic.
4. What evaluative comments would your class make about the series of six programs they saw? They may have ideas which the class on television overlooked.

AND NOW . . .

Would some of the children be interested in writing a short reaction to this series? You might send it to us along with your evaluation form on the next page. Such information would be helpful to us and will be greatly appreciated.

Please fill out this and following page and return to:

EDUCATION TELEVISION BRANCH,
1670 Bayview Ave.,
Toronto 17, Ont.

EVALUATION OF JUNIOR SOCIAL STUDIES SERIES

Grade level_____

I PROGRAMS

<i>Pupil Reaction</i>	With high interest	With some interest	With little interest	With no interest
Anticipated Programs				
Watched Programs				
Discussed Programs				

Pupil interest throughout the series:

was maintained_____ fluctuated_____ increased_____ dwindled_____

The programs seemed to:

- _____ stimulate pupil questions
- _____ extend pupils' knowledge about a city community
- _____ create interest in finding out about their own community
- _____ result in more pupil participation in planning
- _____ give other ideas for sharing information
- _____ stimulate interest in discussing and evaluating

If your class did not study its community during this series, is it interested in working on a topic in this way now?_____

If it did study its community, what elements did it explore?_____

If you happen to recall that any one program was more useful than the others please indicate which one. Do you recall why?

II

TEACHERS' GUIDES

	useful	not very useful		too burdensome	too sketchy
Introductory information			Introductory information		
Purposes for each lesson			Purposes for each lesson		
Contents of each lesson			Contents of each lesson		
Preparation for each lesson			Preparation for each lesson		
Follow-up for each lesson			Follow-up for each lesson		

III Comments and Suggestions:

